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It is interesting and refreshing, therefore, to find exemplified in a recent book<sup>1</sup> the more modern method of teaching correct form in speech and writing through injecting into the school life types of activities similar to those in which later the pupil may be found functioning, and in which a correct use of the mother tongue is altogether important.

There is in the book a considerable amount of grammatical study, but it is made entirely subservient to certain larger needs to the realization of which the projection of the child into future adult activities contributes strongly. Such activities are letter-writing, story-telling, talks before a class, how to conduct a meeting, how to conduct a school paper, etc. Many opportunities are provided for the correct use of the form learned through the filling in of incomplete sentences. The book abounds in suggestions as to things the pupil may do in order to put into practice the principles learned.

For the teacher faced with the problem of conducting classes in English in the upper grades this book will prove of great worth. It is quite in harmony with modern methods of English teaching.

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*A hymnal for church schools and colleges.*—Schools in search of a new hymnal will be interested in the latest publication of this type<sup>2</sup> edited by Milton S. Littlefield. The book contains 275 hymns covering the usual subjects, but all expressing praise, loyalty, fidelity, heroism, good will and service. The topical classification indicates that the editor consciously selected many of the recent hymns which interpret the religious experience and spiritual ideals of our own day. The book is a collection of great hymns taken from the best in Christian hymnology.

One feature is the inclusion of thirteen selections from oratorios, simple enough for adequate rendering under efficient leadership. The responsive readings are printed in a way to emphasize various forms of Hebrew poetical literature. This plan should create a new interest in these passages from the Bible. Topical services, prayers, and responses give an added value to the book. Schools will find this new publication well worth careful examination.

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*Songs for children.*—The song circle furnishes some of the most delightful hours the family spends together. Sidney Homer in writing a book of songs<sup>3</sup> hit on the happy idea of setting Mother Goose to music in such fashion that all of the family circle would enjoy it.

<sup>1</sup> H. C. PEARSON and MARY F. KIRCHWEY, *Essentials of English—Higher Grades*. New York: American Book Co., 1920. Pp. ix+469.

<sup>2</sup> MILTON S. LITTLEFIELD, editor, *The School Hymnal*. New York: A. S. Barnes & Co., 1920. Pp. x+310.

<sup>3</sup> SIDNEY HOMER, *Songs from Mother Goose*. Illustrated. New York: Macmillan Co., 1920. Pp. v+83.

None of the songs are too long for the youngest to learn by heart, and the music is of high quality written in quite tuneful melodies. The makeup of the book is excellent. The type and score, while not large enough for the youngest child, are of sufficient size to be read even at a distance by the majority. It is beautifully illustrated by Maginal Wright Enright. An index of first lines at the end of the book adds to the usefulness of this pleasing collection of songs which are arranged for voice and piano. Mother Goose has something for all, and this book should find a welcome among school people who are anxious to extend the influence of music to the home life of the child.

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*The kindergarten child.*—The recent interest in nursery schools in England has stimulated increased activity in the field of child study. To help guide this interest, a book on the psychology and training of little children has been written by one of the instructors in the Edinburgh Provincial Training College. The book<sup>1</sup> is based upon the observations of a single child but draws material from a wide variety of sources. The author makes use of the Freudian psychology to explain the importance of the mental background of early child experiences. She follows this with a series of chapters discussing the problems of language, reading, spelling, writing, and number at the kindergarten age. Lacking a fundamental psychological analysis, these chapters present little more than generalizations upon child observations. The influence of the Montessori method is evident throughout the discussion. The book will probably find its greatest field of usefulness with teachers lacking in professional training and with intelligent mothers in the home.

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*Extra-mural work by universities.*—Among the recent publications received from the United States Bureau of Education are two bulletins dealing with university work of different types. The first monograph<sup>2</sup> deals with public discussion, package library, and information service of the university-extension divisions of the states. The bulletin describes in some detail the methods and scope of university-extension bureaus with particular emphasis on those which actively stimulate public discussion on current public questions. Lists of topics on which material is furnished by the various universities are given. One finds some discussion of the different methods of distributing educational material, club study, library service, assistance in debating, and the educational value of public discussion. On the whole, the bulletin describes in timely fashion the latest advances in educational service that our universities

<sup>1</sup> MARGARET DRUMMOND, *Five Years Old or Thereabouts*. New York: Longmans Green & Co., 1920. Pp. xi+180. \$1.80.

<sup>2</sup> WALTON S. BITTNER, "Public Discussion and Information Service of University Extension," *Bureau of Education Bulletin No. 61, 1919*. Washington: Department of Interior. Pp. 54.